

二十一世纪高职高专英语教材
2007年江苏省高等学校精品教材

灵通高职高专英语 Lingo College English



读写译教程

Integrated Course

凤凰出版传媒集团

译林出版社

Lingo Media 国际集团 (加拿大)

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前言

《灵通高职高专英语》是由译林出版社与加拿大 Lingo Media 国际集团合作, 严格按照教育部颁布的《高职高专教育英语课程教学基本要求》(以下简称《基本要求》)编写的一套专供全国高职高专院校使用的英语教材。该教材从高职高专教学实际出发, 立足于培养学生的英语综合运用能力。本套教材具有以下主要特点:

1. 与加拿大 Lingo Media 国际集团紧密合作, 在第1版教材的基础上, 注重引进、吸收北美应用型学院 CBE (Competency-Based Education, 以能力为基础的教育) 教育理念, 将应用能力的培养与必要的语言基础训练有机结合起来, 充分体现了“以应用为目的, 以必须和够用为度”的原则。全部课文均由加拿大 Lingo Media 国际集团提供, 语言地道, 选材新颖生动。

2. 充分考虑和尊重目前高职高专教育体系的实际, 针对学生英语基础差距大、英语课时有限的状况, 力求简易和实用, 在强化语言基础知识的同时, 注重语言交际技能的培养; 同时为不同基础的学生设置了两个起始点: 英语基础较好的学生从第一册开始学习, 入学水平较低者从预备级开始学习。学生学完第二册可达《基本要求》规定的B级水平; 第三册学完, 可达A级水平。

3. 在教材的选择上与时俱进。精心筛选了包括 2008 年奥运会在内的最具时代性的各类题材进入教程, 同时也考虑到学生的兴趣及接受倾向, 让学生在学习语言的同时, 随时接受最新的资讯、信息, 了解当前世界的热点、焦点话题, 融知识性、实用性与趣味性于一体。

4. 针对中国学生普遍善于用英语表达西方而拙于表达中国的现实, 本系列教材在确保学生接受原汁原味的西方文化的同时, 独辟蹊径, 注重用地道的英语表达当代中国现实, 以培养学生在国际交往中准确表达自己身边事物的能力。

5. 根据《基本要求》对高职高专学生写作能力要求的定位(模写、套写), 第一次提出“读写译”整合训练理念, 在《读写译教程》中将读写能力与翻译能力的培养结合起来, 以有效提高高职高专学生的英语写作能力。从高职高专学生的实际水平出发, 循序渐进, 保证了科学合理的水平梯度。

本套教材共分四册: 预备级、一、二、三册。每册十个单元。

《读写译教程1》各单元划分板块如下:

(1) Fun Start

通过具有知识性、趣味性的小问题, 生动有趣的插图和一些提示词, 切入本单元学习的内容主题, 开启与学生的互动性。以轻松的文字和图片作为学习过程的起点, 符合学生的接受心态, 便于营造轻松的学习氛围, 激发学生学习的积极性。

(2) Text A 和 Text B

本部分是每个单元的核心内容, 所有的阅读材料均由加拿大英语专家精心撰写。内容丰富新颖、题材开阔广泛, 贴近高职高专学生的生活, 有助于学生在学习语言的同时汲取多方面的知识。文章篇幅适中, 阅读难度相宜。阅读文章之后附有生词、词组、

专有名词列表。生词严格按照《基本要求》标注级别。

(3) **Getting to the Point**

阅读理解选择题。Text A和Text B之后均附五道选择题，检测学生的阅读理解能力，引导学生全面理解文章的大意并抓住重要细节。同时帮助学生掌握有效的阅读方法，提高阅读效率。

(4) **Informational Puzzles**

信息转换题。与“高等学校英语应用能力考试”题型相适应，针对Text A和Text B，以大纲填空和回答问题为主要形式，考查学生对阅读材料的内容提炼和英文表达的转换能力。

(5) **Say What?**

保持句子原意不变，将Text A中的重要句子进行局部改写。要求学生根据阅读内容找到合适的词汇填补句中的空白。同时也考查学生对阅读文章的熟识程度及对不同表达方式的 understanding 能力。

(6) **Vocabulary and Structure**

本部分通过 Putting Words in Place, Finding the Right Expressions 两种形式，让学生操练Text A中的重要词汇、词组；通过创新的 Looking for Likeness（根据课文例句连词成句），加强学生对Text A中重要词汇、词组及句子结构的理解，并强化学生对词汇和句型的应用能力。

(7) **Word Kaleidoscope**

本部分针对Text B，设置选词填空练习和同义词辨析填空练习。前者帮助学生将所学词汇在句中熟练运用，后者便于学生对容易混淆的同义词语进行分别掌握，以巩固重要的词汇和语言点。

(8) **Real World Writing**

包括 Translation Practice, Writing Skills 和 Applied Writing 三个部分，Translation Practice 要求学生运用阅读文章中的重要词汇及词组，翻译中文句子；Writing Skills 讲练结合，阐述了学生写作中需要注意的各个环节；Applied Writing 在给出样文的情况下，锻炼学生的应用文写作能力，综合性提高学生的应用写作水平。

本教材书后还附词汇总表，按字母顺序排列，涵盖各个单元阅读文章及练习中出现的词汇，并注明在本书中的出处，便于学生查找、掌握。另外，针对学生对词形变化掌握较差的情况，书后还专门列出各单元常见的单词变化形式，便于学生查找、记忆。

《灵通高职高专英语·读写译教程1》中方主编由拥有丰富英语教学经验的韩旭、黄硕担任，加方主编由 Lisa Black 担任。

本书遵循全新的编写思路，力求整合丰富资讯信息，但在实际编写中难免会有疏漏不当之处，望广大使用者批评指正，我们将不断改进，以期能将高职高专英语教学推至一个新的高度。

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Unit 1

Education

FUN START

The North Wind and the Sun

The North Wind and the Sun were arguing about who was the stronger. Suddenly they saw a traveler coming down the road. The Sun said, "I see a way to settle our argument. Whichever of us can cause that traveler to take off his coat shall be seen as the stronger. You begin."

Then the North Wind blew as hard as he could, but the harder he blew, the tighter the traveler wrapped his coat around him; and at last the North Wind gave up trying.

Then the Sun began to shine hot. Soon the traveler found it too hot to walk with his coat on, so he took his coat off.



Discussion:

How do others persuade you to do something?

Do you think you are easy or difficult to persuade?

Quotes and Proverbs

Spare the rod, spoil the child.

If you study to remember, you will forget; if you study to understand, you will remember.

Unit 1

Text A

Asian Students in Western Colleges



In America, the land of equal opportunity, Asians seem better able than most other people groups to succeed, especially in the field of education. It is becoming more and more common for the top students in American schools and colleges to be the ones with the Asian faces. In one of the U.S. college entrance exams, the SAT, Asian-Americans had an average score of 1,091, while white students had an average of 1,068, Hispanics 922, and blacks 864.

It isn't just being Asian, however, that guarantees such amazing test scores. Filipino-Americans, for example, are not usually top academic achievers, although they do very well for themselves overall. The Asians who are usually at the head of the class are mostly those from Asian cultures most strongly influenced by Confucian ideas, such as China, Korea, Japan, and Vietnam.

So why do these Asians usually rise to the top of the academic world? Because of their hard-working immigrant background? That might seem to be the answer, but many top students are Asians no longer from immigrant families, but from families which have lived in the U.S. for three or four generations. Another theory that some scientists have suggested is that Asians from Confucian cultures generally have a higher IQ because of having a culture with longer history of jobs that depended on brains rather than just physical strength. This theory, though interesting, is not supported by the facts, as these Asians are not as a rule academically successful in other countries around the world.

The general conclusion of most is that Asians' academic success is, in large part, due to the strong influence of the Confucian ideas of filial piety, respect for education, and hard

work. These Confucian ideas together with the Western system of higher education have made the perfect environment for success for young Asian students.

(311 words)

New Words

1. **Asian** ['eɪʃn] *a.* 亚洲的, 亚洲人的
n. 亚洲人
2. **western** ['westən] *a.* 西方的, 西部的
3. **equal** ['i:kwəl] *a.* 相等的, 平等的, 胜任的
4. **opportunity** [ˌɒpə'tju:nəti] *n.* 机会, 时机
5. **succeed** [sək'si:d] *v.* 1. 取得成功 2. 继任, 继承
successful [sək'sesfl] *a.* 成功的
6. **education** [ˌedʒu'keɪʃn] *n.* 教育, 培养
7. **entrance** ['entrəns] *n.* 1. 入学, 进入 2. 入口, 门口
8. **average** ['ævərɪdʒ] *a.* 平均的
n. 平均, 平均数
9. **score** [skɔ:] *n.* 得分, 分数
v. 得(分), 记(分)
10. ***guarantee** [ˌgærən'ti:] *v.* 保证, 承诺
11. **amazing** [ə'meɪzɪŋ] *a.* 令人惊讶的
12. ^Δ**academic** [ˌækə'demɪk] *a.* 学术的, 理论的
^Δ**academically** [ˌækə'demɪkli] *ad.* 学术上, 理论上
13. **achiever** [ə'tʃi:və] *n.* 获得者
14. ^Δ**overall** [ˌəʊvər'ɔ:l] *ad.* 大致上, 整体上
a. 所有的, 整体的
15. **culture** ['kʌltʃə] *n.* 1. 文化, 文明 2. 修养, 教养
16. **influence** ['ɪnfluəns] *v.* 影响, 感化
n. 1. 影响 2. 感化力
17. ^Δ**Confucian** [kən'fju:ʃjən] *a.* 孔子的, 儒家的
n. 孔门弟子, 儒家
18. ***immigrant** ['ɪmɪgrənt] *n.* (外来) 移民, 外侨
19. **background** ['bækgraʊnd] *n.* 背景
20. **generation** [ˌdʒenə'reɪʃn] *n.* 1. 一代人 (或产品) 2. 产生, 发展

Education

- 21. **theory** ['θiəri] *n.* 1. 理论, 原理 2. 学说
 - 22. **scientist** ['saɪəntɪst] *n.* 科学家
 - 23. **suggest** [sə'dʒest] *v.* 1. 提出, 建议 2. 暗示, 使想起, 意思是
 - 24. **generally** ['dʒenrəli] *ad.* 一般地, 通常, 大体上
 - general** ['dʒenrəl] *a.* 1. 总的, 普遍的 2. 一般的, 普通的 3. 通用的
 - 25. **depend** [drɪ'pend] *v.* 依靠, 依赖
 - 26. **physical** ['fɪzɪkl] *a.* 1. 身体的, 肉体的 2. 物理(学)的
 - 27. **strength** [streŋθ] *n.* 力量, 力气, 实力
 - 28. ***conclusion** [kən'klu:ʒn] *n.* 1. 结论, 推论 2. 结束, 终结
 - 29. ***due** [dju:] *a.* 1. 由于, 因为 2. 应得的 3. 应付的, 到期的
 - 30. **^ filial** ['fɪliəl] *a.* 孝顺的, 子女应该做的
 - 31. **^ piety** ['paɪəti] *n.* 1. 孝顺, 孝敬 2. 虔诚
 - 32. **system** ['sɪstəm] *n.* 1. 制度, 体制 2. 系统, 体系
 - 33. **environment** [ɪn'vaɪrənmənt] *n.* 环境, 周边状况
- 注: 1. 标注★的为A级词汇, 标注Δ的为超纲词汇, 未标注的为B级词汇。
2. 词表中所列单词的音标以及释义均依据《牛津高阶英汉双解词典》(第六版)。

Phrases and Expressions

- | | |
|-----------------------|-------------------------|
| 1. entrance exam 入学考试 | 4. in large part 在很大程度上 |
| 2. rather than 而不是 | 5. due to 由于, 因为 |
| 3. as a rule 通常, 照例 | 6. together with 和, 加之 |

Proper Names and Notes

- 1. **SAT** [缩] **Scholastic** [skə'læstɪk] **Aptitude** ['æptɪtju:d] **Test**
学术能力测验 (美国大学本科标准入学考试)
- 2. **Hispanic** [hɪ'spænɪk] 以西班牙语为母语的人 (尤指住在美国的拉丁美洲人)
- 3. **Filipino** [fɪlɪ'pi:nəʊ] **-American** 菲律宾裔美国人
- 4. **Korea** [kə'riə] [地名] 韩国
- 5. **Japan** [dʒə'pæn] [地名] 日本
- 6. **Vietnam** [vɪet'næm] [地名] 越南
- 7. **IQ** [缩] **Intelligence Quotient** [ɪn'telɪdʒəns; 'kwəʊɪnt] 智商

I. Getting to the Point

Choose the best answer from the four choices.

- ① *In general, Asian students perform _____.*
 - A. better than other students
 - B. the same as other students
 - C. better than whites but worse than blacks
 - D. slightly worse than most students
- ② *Which Asian students perform the best?*
 - A. All Asian students.
 - B. Only those from southern Asia.
 - C. Those influenced by Confucianism.
 - D. Filipino-Americans.
- ③ *The theory that Asians from Confucian countries have a high IQ because they have a longer history of jobs depending on brains is _____.*
 - A. a weak theory
 - B. supported by facts
 - C. a false statement
 - D. not interesting
- ④ *According to the passage, which of the following countries is the least influenced by Confucianism?*
 - A. Japan.
 - B. Philippines.
 - C. Korea.
 - D. Vietnam.
- ⑤ *According to the passage, the success of Confucian-influenced Asian students is because of their _____.*
 - A. proper view of life
 - B. interpersonal relationships
 - C. respect for education and hard work
 - D. great communication skills

II. Informational Puzzles

Complete the table with information from the passage.

Asian Students' Success

Academic achievements of Asian students:

- 1. _____ in American schools;
- 2. _____ on the SAT

Successful Asian students are mostly from:

- 3. _____

Possible reasons for these Asians to rise to the top:

- 4. _____;

The general conclusion of Asians' academic success:

- 5. It is largely due to _____,
_____, and the environment made by
the Confucian ideas together with _____.

III. Say What?

Fill in the blanks with information from the passage.

- ① In American schools and colleges, Asian students seem more successful than _____.

- ② It is not that if they are Asian students, they will achieve _____.
- ③ Many top Asian students are not from immigrant families, but from _____.
- ④ Some scientists assume that Asians from Confucian cultures generally have a higher IQ because they have a culture with long history of jobs that _____.
- ⑤ Young Asian students enjoy _____ thanks to Confucian ideas and the Western system of higher education.

IV. Vocabulary and Structure

A. Putting Words in Place

Fill in the blanks with the words given in the box below, changing the forms if necessary. There are two that you do not need to use.

opportunity amazing entrance physical achieve average
generation environment general influence guarantee immigrant

- ① You will never _____ anything if you spend your time that way.
- ② What is the _____ impression the city makes on you?
- ③ A child's character is greatly influenced by his home _____.
- ④ The antiques have been passed on from one _____ to another.
- ⑤ He is an _____ student in his class.
- ⑥ This new mobile phone is _____ to work for five years.
- ⑦ I'm glad to have had the _____ to talk to you.
- ⑧ I can't find the _____ to the building.
- ⑨ It was _____ that the boy could solve the problem so quickly.
- ⑩ Playing basketball is a form of _____ exercise.

B. Finding the Right Expressions

Translate the Chinese expressions given in the right column into English. Then fill in the blanks with the correct English expressions.

- 1 I spent a whole year preparing for the _____, and I hardly had any time to play.
- 2 The accident was, _____, a result of my mistake.
- 3 The flight was delayed _____ bad weather.
- 4 John, _____ his wife, will go to the party.
- 5 _____, I visit my grandparents every other weekend.
- 6 Bill Gates is a genius _____ computer science.
- 7 As part of Chinese tradition, _____ means to respect and take good care of your parents.
- 8 _____ are one of the most important bases of Chinese culture.

- 1. 儒家思想
- 2. 入学考试
- 3. 通常，照例
- 4. 孝顺
- 5. 在很大程度上
- 6. 由于，因为
- 7. 和，加之
- 8. 在……的领域

C. Looking for Likeness

Make sentences according to the models. Put the given words in order and add other words if necessary.

important;
old people;
keep blood pressure;
under control

necessary;
him;
learn English well

Model 1

It is becoming more and more common for the top students in American schools and colleges to be the ones with the Asian faces.

- 1. _____
- 2. _____

*I like tea;
she likes coffee*

*starve;
some people;
waste food;
many other people*

*the poor;
lead a miserable life*

*make a person suc-
cessful;
hard work*

*this dress;
beautiful;
suitable for;
you*

*comfortable;
this house;
big enough;
for the three of us*

Model 2

Asian-Americans had an average score of 1,091, while white students had an average of 1,068, Hispanics 922, and blacks 864.

3. _____

4. _____

Model 3

It isn't just being Asian, however, that guarantees such amazing test scores.

5. _____

6. _____

Model 4

This theory, though interesting, is not supported by the facts.

7. _____

8. _____

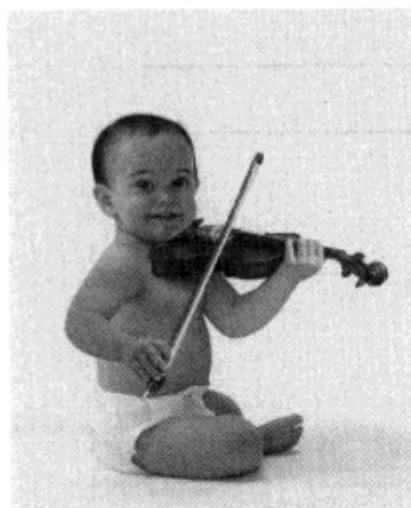
Text B

Developing Talent

“Children all over the world speak their native language!” Dr. Shinichi Suzuki, a Japanese violinist, was excited with his great discovery. If all children can learn language, then all children can learn. This simple thought was the beginning of “the Mother Tongue Approach”, a teaching method that has changed music teaching and other talent education around the world.

So how does a baby learn to speak language? The baby listens and watches for a long time before he speaks his first clear word. Parents and others encourage the baby constantly. No one thinks of pushing him to compete with others. By listening and copying those around him, he becomes very skilled at the language, long before he learns reading or writing.

Dr. Suzuki first applied his ideas to his violin teaching. He began with children as young as three years old. At first, the child and one parent would attend group violin classes just to watch other children play. Later, the teacher would give one-on-one lessons, but the first few lessons were for the parent, while the child just watched! The child’s interest would grow daily, watching his parent and other children play. Very soon, his interest would motivate him to try himself.



Dr. Suzuki’s goal was to make music a pleasure, not a pressure. He encouraged parents to fill their home with the best violin music possible, so the child could have good violin music as his goal when he played. With an environment rich in music and encouragement, the child’s ability would develop quickly.

Within a few years, hundreds of Dr. Suzuki’s small students were giving concerts playing beautiful and difficult pieces of music, amazing audiences around the world. No one before had thought it possible to develop talent at such a young age. Suzuki’s method, however, showed the world that talent is taught, not inborn. With the right environment and encouragement, children can do amazing things.

(321 words)